

to cleanliness, nor in learning how best to educate him. The meaning of these processes for the child's instinctual life and for his unconscious phantasies has to be taken into account.

These breakdowns in regularity of cleanliness probably have a complicated origin. They may arise from the jealousies and rivalries with regard to the two parents or other children, which themselves spring from the normal course of the child's early psychological development, not later than the end of the first year.' They may be the result of some specially strong stimulus, for example, waking in the night in the parents' room and hearing sounds of parental intercourse, observing signs of the mother's pregnancy, or the actual birth of a baby ; and other similar occurrences.

Miss Searl has suggested that such breakdowns in cleanliness, at any rate when they are sudden and violent and a difficult period ensues, often arise out of screaming fits, when the child has been left to scream to the point of exhaustion, without external help or comfort—for instance, when he has awakened in the night. This situation is so overwhelmingly terrifying to the child himself, because of the painful effect of the screaming upon his own body, that he comes to substitute the voiding of urine or faeces, the dirtying of his bed or his clothes, for the screaming attack upon his parents. The pain he suffers in himself from wetting and dirtying is so very much less than from screaming that these seem much safer ways of expressing anger, and of attempting to control the parents. We have here a link between the problem of training in cleanliness and that of how to deal with the child's screaming fits, which I shall be discussing shortly.

Even from the point of view of the mechanics of adjustment, the problem of learning to be clean is

obviously much
more complicated for the child than most
people realise.
He has first of all to learn to retain faeces and
urine by con-
tracting his sphincters, and not yielding to the
impulse of
voiding the moment it arises. The first lesson
is "You
must not" (urinate). Then, in the prescribed
time and place,
he has to learn to relax what he has just
violently contracted,
on immediate demand. Many children find
they cannot
do this. The importance of keeping the bad
urine and faeces
in seems to outweigh by far the importance of
voiding them
when told. They cannot obey this request.
But having